Immigrants 20:2

The Home Teacher

THE ACT, WITH A WORKING PLAN

AND

Forty Lessons in English

Published by
The Commission of Immigration and Housing
of California

Copyright applied for.

California
State Printing Office
1916

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PREFACE.

The act creating the home teacher is the direct result of volunteer, overtime work by teachers in the Los Angeles Neighborhood Schools. They demonstrated to the satisfaction of the Commission that the aims to be accomplished by district visiting can best be achieved by teachers instead of outside agencies.

The law is merely permissive and it is hoped it will come into operation gradually, since the careful establishment of correct precedent is of primary importance. Everything depends upon the pioneer workers being well balanced personalities with an all-around understanding both of the letter and the spirit of the home teacher law. They must not be primarily cooking teachers, sewing teachers, or English teachers, but teachers of improved living.

One object is to bring educational opportunities to the mother direct instead of putting her off with vicarious enlightment through her children: the old way that has proven itself not only ineffectual but actually fruitful of harm.

The plan of work and the forty lessons in English herein submitted are merely tentative. We ask for constructive criticism which will lead to their improvement.

COMMISSION OF IMMIGRATION AND HOUSING
OF CALIFORNIA.

MARY S. GIBSON.
EDWARD J. HANNA.
PAUL SCHARRENBERG.
JAMES H. MCBRIDE.
SIMON J. LUBIN.

THE HOME TEACHER ACT.

CHAPTER 37.

(Statutes of California, 1915.)

An act to add a new section to the Political Code to be numbered sixteen hundred seventeen b, relating to the employment of home teachers.

(Approved April 10, 1915. In effect August 8, 1915.)

The people of the State of California do enact as follows:

SECTION 1. A new section is hereby added to the Political Code, to be numbered section sixteen hundred seventeen *b*, and to read as follows:

Home teachers.

1617*b*. Boards of school trustees or city boards of education of any school district, may employ teachers to be known as "home teachers," not exceeding one such home teacher for every five hundred units of average daily attendance in the common schools of said district as shown by the report of the county superintendent of schools for the next preceding school year. It shall be the duty of the home teachers to work in the homes of the pupils, instructing children and adults in matters relating to school attendance and preparation therefor; also in sanitation, in the English language, in household duties such as purchase, preparation and use of food and of clothing and in the fundamental principles of the American system of government and the rights and duties of citizenship.

Qualifications.

The qualifications of such teachers shall be a regular kindergarten primary, elementary or secondary certificate to teach in the schools of California and special fitness to perform the duties of a home teacher; *provided,* that the salaries of such teachers shall be paid from the city or district special school funds.

FOREWORD.*

It was a wise person who first said "Charity should begin at home"; it was a wiser one who added, "but should not stay there."

The school people were wise in the days when they said: "The public schools are for the children"; they are wiser now when they say: "The public schools are for the whole family."

An idea seems to be born into the world and then to grow almost like a human being before it reaches a commanding influence. So this idea of the unity of the family for educational purposes has been years in growing.

Before we could achieve the unity of the family we had to realize the unity of the individual child. To begin with, we considered him only as a *mind*. Later we concerned ourselves also with his moral nature and added "morals and manners" to the curriculum. John and Mary might come to school breakfastless, dirty, half blind, and troubled with adenoids, and we did not feel that we could do anything about it. It was not that sympathetic teachers did not view these conditions with sorrow, and with the realization that John and Mary's minds were hampered thereby. It was only that dealing with such matters was not considered a legitimate part of school activity. Little by little we have made John and Mary's bodies our concern—their recreation, their home life, everything about them. We will probably find still more to do for them in the future—nor can we do too much.

Meanwhile we have gradually been taking some account of the remainder of the family. Now, where our school systems are progressive, we have little brother and sister in the kindergarten and the wee babies thrive in the day nursery when the mothers are away at labor. We have "continuation schools" for the big brother and sister at work. The father is drawn into evening school and the Civic Center, either to learn English or to enliven the end of the toiler's day by introducing interests and diversions.

Thus we have reached out for every member of the family except the mother. We have taken it for granted that the foreign mother, particularly, was practically hopeless. She was a queer, outlandish thing, who could only learn through asking of her children at home, and not

*The above is an address delivered by Mrs. Amanda Mathews Chase, as a special representative of the Commission of Immigration and Housing, at a joint session of the National Congress of Mothers and the Parent-Teachers Association at Oakland, California, in 1915. This address was prepared at the suggestion of the Commission and it so admirably states the Commission's position that it is here reproduced in full.

much even thus. We have not been so unkind as to hold the conscious thought, but we have really tacitly taken it for granted that she was a natural obstructionist, and that when death removed her, the family could move on much more victoriously to Americanization.

Now, in California, we are taking this next logical step with our Home Teachers' Law—to educate the mother. The home teacher is a mother's special instructor. To be sure, the law says, "for children and adults"; but the mother always shares gladly with her children, and so will it be in this case.

The Commission of Immigration and Housing is very grateful to the Mothers Congress and Parent-Teachers Association for their earnest support of this Home Teachers Bill. Now their assistance is needed in putting the law into operation. We hope, first, that they will use their influence to have home teachers installed in their communities. Secondly, after the teachers are at their posts, we hope that these associations will hold up their hands in the work, for, more than any other teachers, do they need assistance.

Suppose a home teacher went forth, merely with her unaided resources, to do the work outlined by this law. In each home she would find a problem; in one, economic difficulties; in another, sickness; in a third, perhaps, that Americanized children have slipped from the control of their un-Americanized parents. What could she do alone but break her heart over the ills she could not help? She needs behind her, not only the school system, but all organized helpfulness—in which the Parent-Teachers Association holds an important place.

She must enter these homes as an envoy from the schools, from the community, from the State of California.

WORKING PLANS FOR THE HOME TEACHER.*

The text is the plain and simple law passed by the 1915 California Legislature. The measure was draughted and proposed by the State Commission of Immigration and Housing. On the initiative of the State Federation of Women's Clubs, it was endorsed by the Women's Legislative Council, which worked for it most earnestly. It received the Governor's signature on April 10th and became operative on August 8, 1915.†

We of the Coast feel it to be a momentous and far-reaching piece of legislation. Not that we claim to have invented the Visiting Teacher. Under many names, she is already, in a modified form, part of the public school system in several cities of the United States. She is employed by the Indian Service, who call her a field matron, while the Indians call her "the going-about woman" and wait for her with their troubles. We do claim, however, that California leads in giving the movement state-wide backing.

All honor to the devoted volunteers who have shown what could be accomplished in favored spots, such as the immediate neighborhoods of social settlements. At the same time, they have demonstrated the inadequacy of private philanthropy to meet the whole situation. Much of this semi-private institutional work has reached its seed-time, a noble seed-time, for it has sown itself into the public conscience and the fruitage therefrom is the enlistment of municipalities and states to undertake this same labor adequately. They bring to the work two inestimable advantages—one the resources and organization to make it universally effective, the other the gain of lifting it from being the acceptance of kindness bestowed by one social class upon another to the fine democratic level of communal possession. Thus the home teacher is employed by the people, and to the people her services are due—not donated. This latter consideration is one on which the Mothers Congress has expressed itself strongly and, because the Mothers Congress and Parent-Teachers Association is the one woman's organization which recognized the family as the unit, it is to this organization that the Commission of Immigration and Housing looks for co-operation in launching this pioneer effort—the energizing of this educational activity.

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*The above plans were prepared by Mrs. Amanda Mathews Chase in conjunction with members of the Commission. Mrs. Chase, as the representative of the Commission, presented these plans before the Elementary Education section of the Fifty-third Annual Convention of the National Education Association.

†See page 4 for act in full.

The pressing need for the home teacher is in the foreign quarters of cities, since immigrant education is at present a critical issue between the United States and destiny. As rapidly as may be, however, she will be placed in all congested districts. Our present bill allows no more than this, but the work will, in time, demand its logical extension to wherever, in town or village, living conditions and domestic ideals fall short of our American standards.

But all that will be another story when it happens. In blazing trails for our first year's effort, we need consider only what the home teacher can do in and for a congested neighborhood.

The new law broadens our base of activity in such a school district. Heretofore the cry has been "Americanize the children and they will Americanize the home!" This topsy-turvy method flies in the face of natural social evolution. What it has brought into the home is confusion and often disaster, since un-Americanized parents lose control over their Americanized children who consequently are liable to fall into lawless ways and frequently bring up as delinquents before the Juvenile Court.

The fault does not lie in giving the children too much education, but in dividing the family against itself by bestowing too little on its other members.

Latterly we have been more assiduous about gathering the foreign fathers into evening schools and we have still more sweeping efforts in contemplation for this severely important labor.

The immigrant mother, however, has been left almost entirely out of account. We have ignored the natural home-maker and yet tried to Americanize the home. We now see our error and are undertaking here in California to educate the entire family instead of discriminating against that important member, the mother.

The degree of success which we shall be able to achieve depends largely on the working plans with which we put our new law into actual execution. The act is as explicit as it is the business of such a law to be. Its very elasticity is in its favor if we have the wisdom to use that property wisely in formulating our corollaries.

For corollaries, we must have. A compulsory education law, for instance, is not intended to take the place of a course of study and a school program. Even so, our home education law must be supplemented by instructions to home teachers regarding the presentation of the designated subjects, these instructions roughly corresponding to the grade teacher's course of study. The home teacher should also be provided with a program, even though it be an india-rubber one able to stretch indefinitely at the pull of emergency.

It is not desirable that the school district have two heads. We believe that the status of the home teacher is that of a specialist responsible to the principal of the public school with which she is connected; that she should be part of the field force of an elastic system.

While the bill is noncommittal on the point, it seems natural to speak of the home teacher as feminine since most of the activity outlined is such as would naturally be assigned to women. There is in the field, however, place for a smaller number of men to attend to certain phases of the work, particularly along the survey line, finding out where the men and boys spend their evenings and their money—whether or not and why the saloon is the pleasantest spot in the district—dealing with men's lodging houses and rendering other valuable service along lines not practicable to women—connecting every abiding place with the school.

Now to indicate sketchily a tentative working program for a home teacher.

It would be quite natural for her to wish to be at her public school before nine o'clock in order to confer with the principal and teachers regarding any special children whose homes there are immediate and particular reasons for visiting.

The forenoon would just as naturally be passed in making these visits and others on her own initiative.

At every house her first endeavor should be to win the friendship and confidence of the mother. These visits must be unhurried. If the visitor is being initiated into the very heart of some particular home, its problems and difficulties, that is her time to hear the whole story even though she gets no farther that forenoon.

The home teacher, like the family doctor and the family pastor, is to be a real and intimate possession of the family. May she be endowed with wisdom and grace to be worthy of this high phase of her profession and may she emulate doctor and pastor in her sense of the sacredness of confidence. She must refrain from making the morning's experiences the theme of racy, gossiping narratives to entertain her friends or fellow workers. She will, surely, never use the word "slum," and will be chary of the word "case." We would not like to be "cases," not even to the angels of Heaven, nor would we appreciate hearing those same angels refer to their earthward flights as "slumming expeditions."

The opening wedge into many family situations will be "attendance and the preparation therefor." Indeed, one of our prominent California educators rejoices in the home teacher as a "glorified attendance officer." To read backward into the causes why the children of some

particular family attend school irregularly, or in poor physical condition, is to diagnose the weakness and perhaps the tragedy of that family preliminary to the work of social reconstruction.

For this, the home teacher will naturally call to her aid the various ameliorative agencies of the community, the charities, district nurses and the like, as the need of their services is indicated by her investigations. She must not herself be connected in people's minds with the bestowal of material gifts. She will, however, have some share in problems of employment since she will naturally come to know something of the quality of the workers—who can be relied upon—who have proved unemployable; for she must know her field every month of the school year.

Realizing the narrow, limited lives of many foreign women in this country, she will make every effort in her power to connect them with the municipal centers of recreation, playgrounds, parks and libraries.

Juvenile difficulties which the home teacher is endeavoring to settle out of court should take precedence of all other business. It is in ways like this that the need of a flexible program is apparent. It must allow her to adapt herself to the necessities of her own particular neighborhood. It must give her liberty in hours and in days that her people may be served. It must not prevent her throwing herself into any emergency she comes across. She should be permitted to relinquish it only when proper assistance is available.

So much for the morning. Let us now consider the afternoon. Every school located in such a neighborhood as will require the services of a home teacher should have, as part of its equipment, a "school cottage" or its equivalent in housekeeping rooms within the school building. This must be a model American home, small but complete, attractive, but simple and inexpensive.

During the forenoons, this cottage can be used in connection with the grade work in domestic science. But afternoons it should be entirely at the disposal of the home teacher. We doubt the advisability of her actually living here, as it is, after all, only a modified schoolroom, and the teacher must keep in human touch with the outside world; but decidedly it should be her official residence. Here she should be distinctly a hostess, welcoming the mothers as into her own home.

The cottage itself will be a vital object lesson. How can we expect a foreign woman to imitate a variety of house furnishing and housekeeping which she has never seen? Here is something intelligible to go home and copy. Hence the ultimate ideal for the afternoon work will be to have it conducted for groups of mothers assembled in the cottage every school day but Friday; Friday afternoons being reserved for special uses.

At the cottage, the home teacher may be assisted by the special teachers of sewing, cooking and music. In addition to being hostess, she herself will teach English, civics, sanitation and other subjects. Weaving may be included in the cottage instruction. The home teacher should interest herself in fostering such handicrafts as she finds the people have brought from their own countries and in connecting them with a market for their wares.

The sewing should be practical and include garment making, mending and making over.

The cooking taught in the "real kitchen" of the cottage should be confined to simple wholesome dishes. About once a month each cooking class should jointly prepare a complete dinner, set it forth on a white table cloth with flowers in the center of the table and partake of the feast. Yet nothing must be too fine and elaborate for home copying.

In teaching civics to foreigners, the heart must be appealed to quite as much as the understanding. The fundamental principles of our government are such as to arouse patriotism when properly presented. These impressions should be deepened by hero tales, patriotic songs and flag exercises.

The teaching of English to adult foreigners, many of whom are illiterate in their own tongue, is a fine pedagogical art with a psychology of its own. The instruction must be live, practical, interesting, even dramatic. For some lessons the teacher's table will be a miniature grocery store where brisk trading is carried on. Others will introduce games, songs and dialogues. In addition, every class conducted at the cottage must assist the women in acquiring the English language. In English they must cook and sew, sing and weave, and the Home Teacher must recognize and appeal to the dramatic spirit of a play folk.

Now to dispose of the left-over Friday afternoons. Let them crown the labor of the weeks.

One should be for a "Mothers Day" celebration in the assembly room when all the mothers of all the groups are entertained with a program furnished by a different grade each month. There should be an address of welcome by a pupil, songs and recitations honoring motherhood. After the program, the mothers are invited to inspect a display of pupils' work. Refreshments are served by the children. The lesson of seeing their parents the honored guests of the school is a wholesome one.

Another Friday afternoon is needed for an "At Home" in the school cottage when the mothers may display their handcraft, exchange lace patterns, sing folk songs and feel almost as if they had enjoyed an afternoon back in the far lands from which they came.

The remaining Friday afternoons could be given over to a special variety of visiting—the distinctly social call, only long enough for the exchange of amenities. That these calls constitute a tour of inspection looking for evidence of cottage instruction in the houses will be the Home Teachers' professional secret. All improvements will be noted with heartfelt praises. If the visitor has added some special touches to her dress, it will contribute to the joyous spirit of the occasion. As to her ordinary costume, let it be like that of other teachers. Her working gowns can easily be simple and sanitary without emphasizing these qualities to a conspicuous degree. Every family, native and foreign, should be visited, but necessity should place the emphasis.

The home teacher may reasonably be required to spend one evening a week at her civic center, and thus she can do much to keep the neghborhood in touch with the advantages there offered them.

Finally, those who enter this splendid pioneer field must realize the unity underlying the few and simple provisions of the Home Teacher Bill. The general aim for these next years is to put immigrant mothers in command of their own situation by correlating them with the best America has to offer. Hence no visit nor lesson can be limited or literal in its import. It must open out beyond itself into the vision of the whole achievement.

REFERENCE BOOKS FOR TEACHERS.

The House in Henry Street. Lillian Wald.
Practical Homemaking.
A Second Course in Homemaking. Mable Hyde Kittredge.
Social Aspects of Education. Irving King.

MAGAZINES.

Immigrants. In American Review. 95 Madison Ave., New York.
The Survey. 105 East Twenty-second St., New York.

SUGGESTIONS FOR TEACHERS.

To be of practical use, language must come to the tongue automatically when needed. Hence the teacher should employ endless drill and constant reviews. These, however, should be conducted with so much vivacity and variety that the pupil has no sense of monotony.

Never fail to use actual objects whenever possible.

Encourage pupils to recite with dramatic gesture and expression. These are of the greatest assistance to memory.

The course is divided into four series of ten lessons. Each series should be thoroughly mastered before the next is attempted.

The First Series begins with household actions and objects. It leads to the purchase of staples at a grocery store. During the latter lessons, a "play store" should be conducted. At the close of the series each pupil of the group must be able to make purchases in English.

In connection with this series, the teacher should know the market prices of groceries and compare with what pupils are paying to see if they are being cheated. In presenting the lessons the *real* prices should be used to familiarize the mothers with actual values.

Similarly, the Second Series leads to the dry goods store. The teacher should be equipped with dolls dressed in a model manner, so that they may be instructive in more ways than language. Also these dolls should be provided with nightgowns which should be put on and off during lessons.

The baby doll should have a basket of additional clothes, showing a small but complete outfit of necessities for an infant.

The Third Series has for its unit the expression of personal feelings and family relations. It leads to the social visit.

The Fourth Series deals with the immigrant mother's contact with her American environment in other ways than purely commercial.

This series is composed of "Primer Lessons" intended for memorizing or dialogues.

From them a "graduating" program may be arranged to celebrate completion of this course.

Where pronouns are not all given in verb series, the teacher may supply them for oral drill.

Each lesson must be first taught as ORAL English. A lesson must NOT be used for reading and writing until perfectly mastered orally.

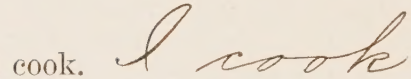
FIRST SERIES.

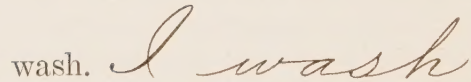
First Lesson.

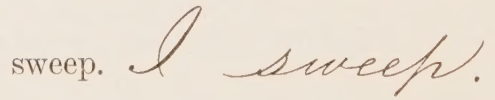
Good afternoon.
How do you do?
Very well, thank you.

What is this?
This is a chair.
What is this?
This is a table.

What is that?
That is a bed.

I cook. 

I wash. 

I sweep. 

I mop.

I sew.

1, 2, 3, 4, 5.

How many chairs?
How many tables?
How many beds?

Goodbye.

Second Lesson.

$1.00 $.50 $.25 $.10 $.05

We cook. *We cook*

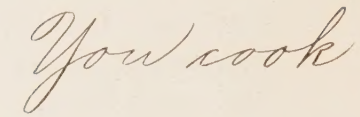
We wash. *We wash*

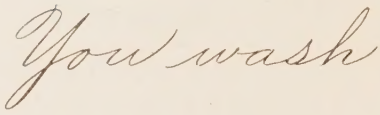
We iron. *We iron*

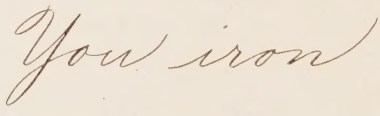
We sweep. *We sweep*

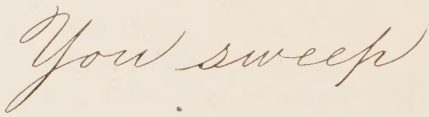
We mop. *We mop*

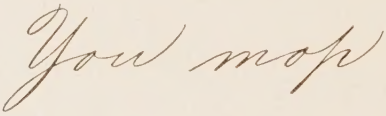
We sew. *We sew*

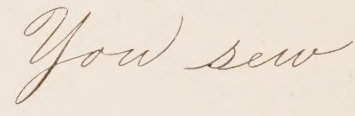
You cook. 

You wash. 

You iron. 

You sweep. 

You mop. 

You sew. 

1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

They cook. *They cook*

They wash. *They wash*

They iron. *They iron*

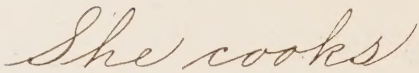
They sweep. *They sweep*

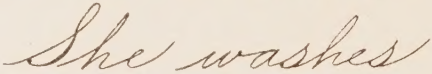
They mop. *They mop*

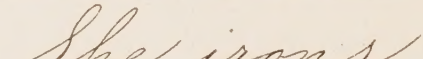
They sew. *They sew*

Third Lesson.

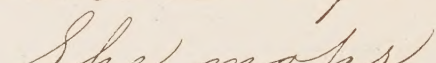
pound quart pint

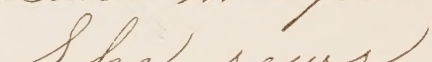
She cooks. 

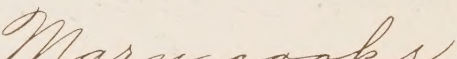
She washes. 

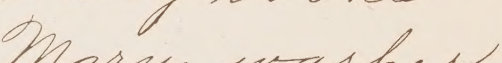
She irons. 

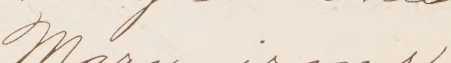
She sweeps.

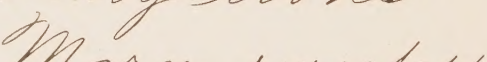
She mops. 

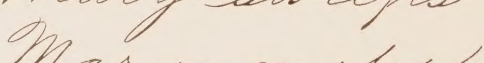
She sews. 

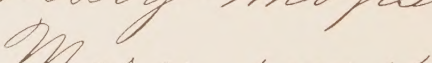
Mary cooks. 

Mary washes. 

Mary irons. 

Mary sweeps. 

Mary mops. 

Mary sews. 

1, 2, 3, 4, 5, 6, 7, 8, 9, 10,
11, 12, 13, 14, 15, 16, 17, 18, 19, 20.

Fourth Lesson.

water milk bread meat beans

Do you cook? *Do you cook?*

Yes, I cook. *Yes, I cook.*

Do you sweep? *Do you sweep?*

Yes, I sweep. *Yes, I sweep*

Do you wash? *Do you wash?*

Yes, I wash. *Yes, I wash.*

Do you iron? *Do you iron?*

Yes, I iron. *Yes, I iron.*

Do you mop? *Do you mop?*

Yes, I mop. *Yes, I mop.*

Do you sew? *Do you sew?*

Yes, I sew. *Yes, I sew*

Do you cook?

No, I do not cook.

Do you wash?

No, I do not wash.

Do you iron?

No, I do not iron.

Do you sweep?

No, I do not sweep.

Do you mop?

No, I do not mop.

Do you sew?

No, I do not sew.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

Do you cook?
No, I do not cook.

Do you wash?
No, I do not wash.

Do you iron?
No, I do not iron.

Do you sweep?
No, I do not sweep.

Do you mop?
No, I do not mop.

Do you sew?
No, I do not sew

Fifth Lesson.

cup plate knife fork spoon dozen

A dozen spoons. A dozen cups. A dozen forks.
A dozen plates. A dozen knives.

Can you cook? *Can you cook?*

Yes, I can cook. *Yes, I can cook.*

Can you wash? *Can you wash?*

Yes, I can wash. *Yes, I can wash.*

Can you iron? *Can you iron?*

Yes, I can iron. *Yes, I can iron*

Can you sweep? *Can you sweep?*

Yes, I can sweep. *Yes, I can sweep.*

Can you mop? *Can you mop?*

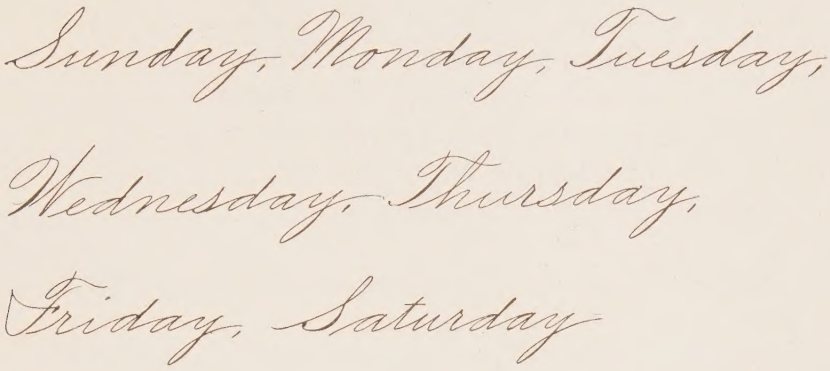
Yes, I can mop. *Yes, I can mop.*

Can you sew? *Can you sew?*

Yes, I can sew. *Yes, I can sew.*

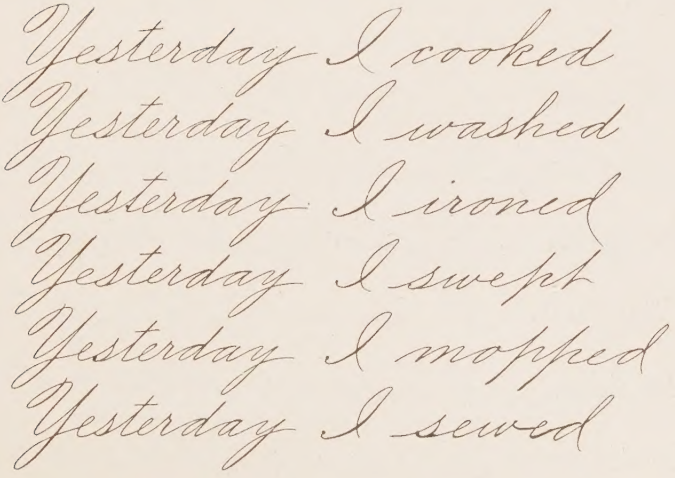
Sixth Lesson.

Sunday Monday Tuesday Wednesday
Thursday Friday Saturday



today yesterday tomorrow

Yesterday I cooked.
Yesterday I washed.
Yesterday I ironed.
Yesterday I swept.
Yesterday I mopped.
Yesterday I sewed.



Seventh Lesson.

stove pan kettle tub wood coal

Tomorrow Mary will cook.
Tomorrow Mary will wash.
Tomorrow Mary will iron.
Tomorrow Mary will sweep.
Tomorrow Mary will mop.
Tomorrow Mary will sew.

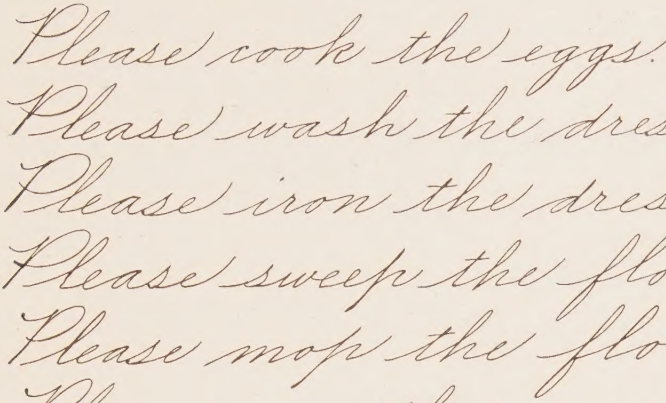
Tomorrow Mary will cook
Tomorrow Mary will wash
Tomorrow Mary will sweep
Tomorrow Mary will mop
Tomorrow Mary will sew

Eighth Lesson.

sugar salt flour eggs rice cheese

I cook the eggs. *I cook the eggs.*
I wash the dress. *I wash the dress*
I iron the dress. *I iron the dress*
I sweep the floor. *I sweep the floor.*
I mop the floor. *I mop the floor*
I sew the dress. *I sew the dress*

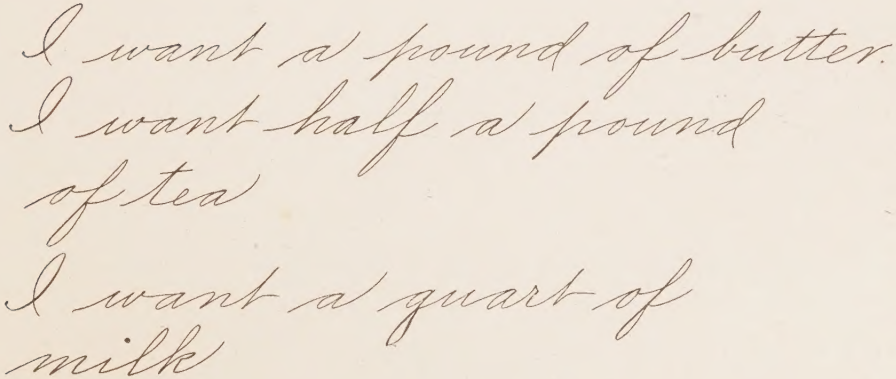
Please cook the eggs.
Please wash the dress.
Please iron the dress.
Please sweep the floor.
Please mop the floor.
Please sew the dress.



Ninth Lesson.

tea coffee soup butter soap oil
pepper potatoes flour

I want a pound of butter.
I want half a pound of tea.
I want a quart of milk.



How much is butter today?
How much are eggs today?

How much is butter

today?

How much are eggs

today?

Tenth Lesson.

Playing Grocery Store.

SECOND SERIES.

First Lesson.

Colors: red blue yellow green brown
purple black white gray

I am happy.
I have money.
I go to the store.
I buy cloth.
I make a dress.
I like my dress.

I am happy.

I have money.

I go to the store.

I buy cloth.

I make a dress.

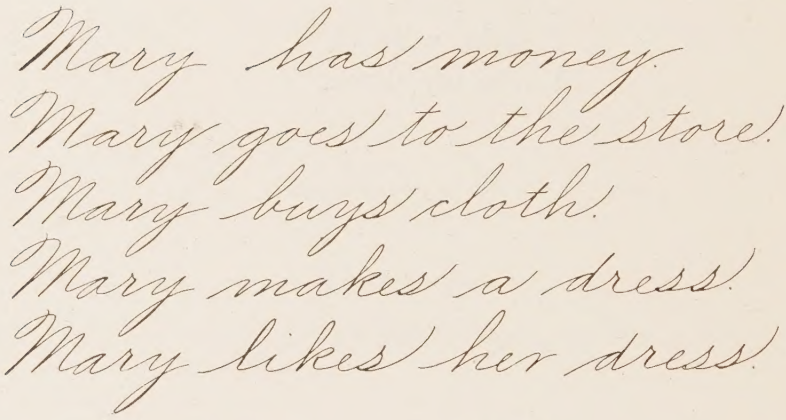
I like my dress.

pretty ugly

Second Lesson.

Kinds of cloth: cotton linen silk wool

Mary has money.
Mary goes to the store.
Mary buys cloth.
Mary makes a dress.
Mary likes her dress.

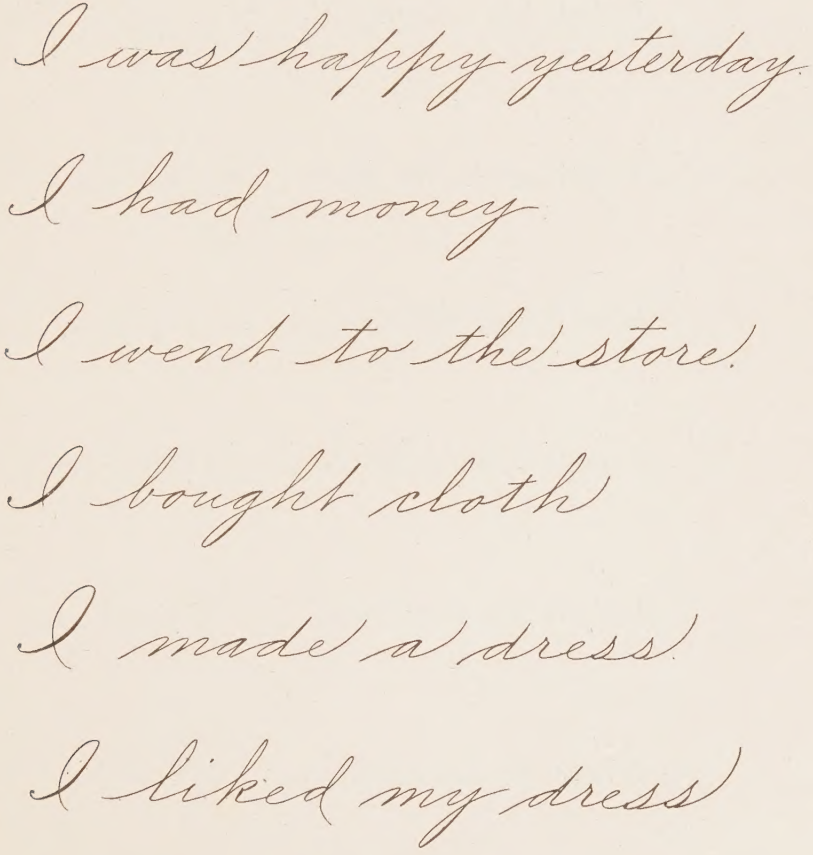


light blue dark blue

Third Lesson.

skirt waist coat cape dress hat shoes stockings

I was happy yesterday.
I had money.
I went to the store.
I bought cloth.
I made a dress.
I liked my dress.



long short narrow wide

Fourth Lesson.

vest drawers petticoat chemise
union-suit nightgown

I shall be happy tomorrow.

I shall have money.

I shall go to the store.

I shall buy cloth.

I shall make a dress.

I shall like my dress.

I take off my dress.

I put on my nightgown.

I shall be happy

tomorrow.

I shall have money.

I shall go to the store.

I shall buy cloth

I shall make a dress.

I shall like my dress.

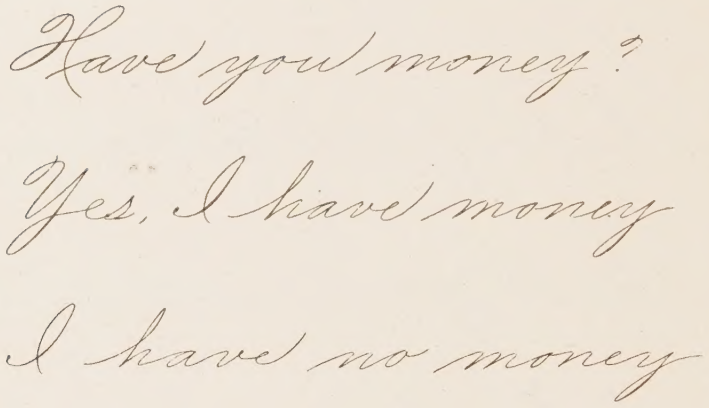
I take off my dress

I put on my nightgown.

Fifth Lesson.

coat vest trousers shirt undershirt drawers
nightshirt suit hat hose

Have you money?
Yes, I have money.
I have no money.



Has John money?
Yes, he has money.
He has no money.

work pay-day

Sixth Lesson.

baby baby basket dress nightgown
pinning-blanket diaper skirt

I put the doll by the basket.
Please put the doll in the basket.

I put the doll by the basket

Please put the doll in the basket.

clean dirty

Seventh Lesson.

yard foot inch half-yard quarter of yard
long wide

The table is five feet long.
The cloth is a yard wide.
How long is the cloth?
How wide is the table?

The table is five feet long

The cloth is a yard wide

How long is the cloth?

How wide is the table?

Eighth Lesson.

sheet blanket comforter pillows mattress
pillowcase bedstead bedspread

I take off the dirty sheets.
I take off the dirty pillowcase.
I put on the clean sheets.
I put on the clean pillowcase.
I make the bed.

I take off the dirty sheets.

I take off the dirty pillowcase.

I put on the clean sheets

I put on the clean pillowcase.

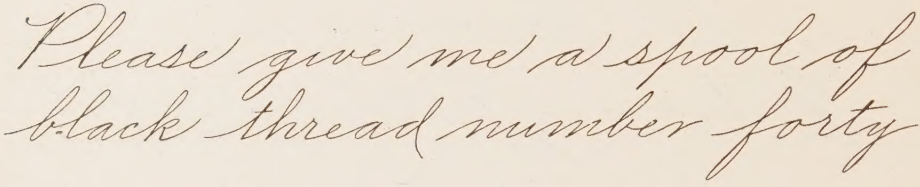
I make the bed

Ninth Lesson.

lace embroidery ribbon thread

10, 20, 30, 40, 50, 60, 70, 80, 90, 100.

Please give me a spool of
black thread number forty.



Tenth Lesson.

Playing Dry Goods Store.

THIRD SERIES.

First Lesson.

child children living dead years old
name boy girl

TEACHER—How many children have you?
PUPIL—Seven.
TEACHER—Are they all living?
PUPIL—Seven are living. Three are dead.
TEACHER—How many of those living are boys?
PUPIL—Five are boys.
TEACHER—Then two are girls.
PUPIL—Yes, two are girls.
TEACHER—Please tell me the names of the boys.
PUPIL—Juan, etc.
TEACHER—How old is Juan?
PUPIL—Juan is eight years old.

Second Lesson.

father mother husband wife son daughter brother sister grandmother grandfather uncle aunt cousin

The brother loves the sister.
I love my father and mother.

The brother loves the sister.

I love my father and

mother.

Third Lesson.

Parts of the body: head neck chest arms legs hands feet fingers toes eyes ears tongue nose

I see with my eyes.
I hear with my ears.
I feel with my fingers.
I taste with my tongue.
I smell with my nose.

I see with my eyes.

I hear with my ears.

I feel with my fingers.

I taste with my tongue.

I smell with my nose.

You see with your eyes.
They see with their eyes.
We see with our eyes.
Maria sees with her eyes.
Juan sees with his eyes.

Fourth Lesson.

apple orange cabbage turnip sweet sour hard soft
clean dirty fresh ripe bitter thirsty hungry

Verb—Like.

TEACHER—Do you like apples?
PUPIL—Yes, I like apples.
No, I don't like apples.
TEACHER—Are you hungry?
PUPIL—Yes, I am hungry.
TEACHER—Is the orange sweet?
PUPIL—No, it is sour.

Fifth Lesson.

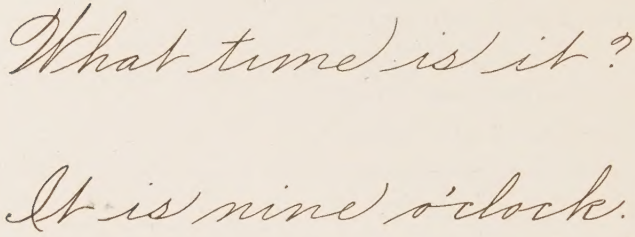
lace narrow wide thread sell fine coarse

TEACHER—Can you make lace?
PUPIL—Yes, I can make lace.
TEACHER—What size thread do you use?
PUPIL—For fine lace I use number 60. For coarse lace I use number 20.
TEACHER—Linen thread or cotton thread?
PUPIL—I use crochet cotton.
TEACHER—How much can you make in a day?
PUPIL—I can make a yard of narrow lace. I can make half a yard of wide lace.
TEACHER—Do you sell the lace?
PUPIL—Yes.
TEACHER—For how much?
PUPIL—A dollar a yard for the wide lace. Half a dollar a yard for the narrow lace.

Sixth Lesson.

clock watch hour minute early late tardy
night day school sleep wake

What time is it?
It is nine o'clock.



Seventh Lesson.

house roof room wall window door ceiling
landlord rent fair too high

This house has three rooms.
This room has two windows and one door.
The rent is too high.
The landlord must mend the roof.

This house has three rooms

This room has two windows

and one door

The rent is too high

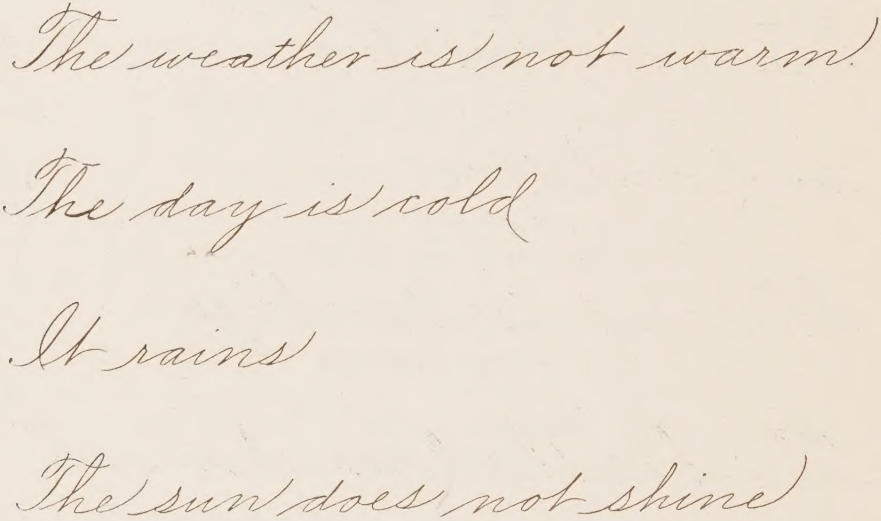
The landlord must mend

the roof

Eighth Lesson.

spring summer autumn winter sun moon stars

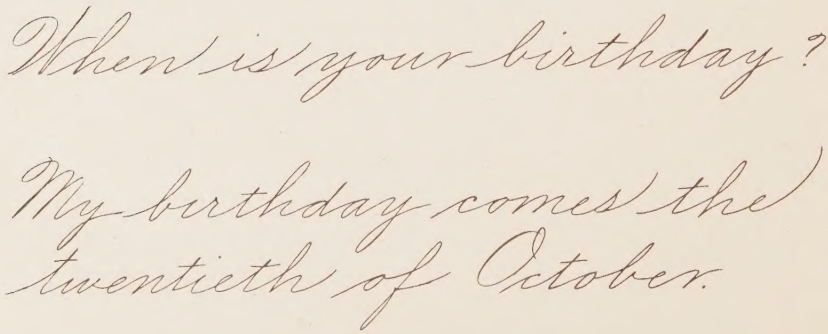
The weather is not warm.
The day is cold.
It rains.
The sun does not shine.



Ninth Lesson.

January February March April May June July
August September October November December

When is your birthday?
My birthday comes the
twentieth of October.



Tenth Lesson.

Let us play at Making Visits.

FOURTH SERIES.

First Lesson.

Patriotism.

I love the American flag.
It is my flag now.
I love its stars and stripes.
This flag gives us protection and liberty.
My husband honors it.
We teach our children to love the flag.

Salute.

This is my flag;
It stands for my country;
I will love my flag
And be true to my country
as long as I live.

Second Lesson.

Street-car.

[Teacher arranges chairs to represent two street-cars. Assign a pupil to be conductor for each car.]

Pupil—I am going to visit a friend. I put on my hat. I go to the corner. I stop the car. I get on. I pay my fare. [To conductor.] Please give me a transfer to Grand Avenue. [Conductor gives transfer.] Where do I change?

Conductor—Temple Block. [Pupil seats herself in car.]

Conductor—[Calls.] Temple Block! [Pupil gets off and enters other car, giving transfer to that conductor.]

Pupil—I want to get off at Ninth Street. Please call it for me.

Conductor—All right. [Pause.] Ninth Street!

Pupil—Thank you. [Gets off car.]

I love the American flag.

It is my flag now.

I love its stars and

stripes.

This flag gives us

protection and liberty.

My husband honors it.

We teach our children to

love the flag.

Third Lesson.

A house must not be damp.
We need many windows.
Dark rooms are very bad for the health.
We must keep out flies with screens because flies bring sickness.
Stale garbage is dangerous.
A clean house is a good doctor.

Fourth Lesson.

In the Park.

[Teacher has setting of this lesson as appropriate as possible.]

First Pupil—Let's go to the park.

Second Pupil—Yes, I am very glad to go.

[They cross room.]

First Pupil—Now we are in the park.

Second Pupil—The park is beautiful.

First Pupil—See the flowers!

Second Pupil—Yes, and how sweet they smell.

First Pupil—Hear the birds!

Second Pupil—I love to hear the birds sing.

First Pupil—The sun is warm and bright.

Second Pupil—The grass and trees are green.

First Pupil—I must go home and get supper for my husband.

Second Pupil—So must I. Let us go.

[They return to places.]

A house must not be damp.

We need many windows.

Dark rooms are very bad

for the health.

We must keep out flies

with screens because

flies bring sickness.

Stale garbage is

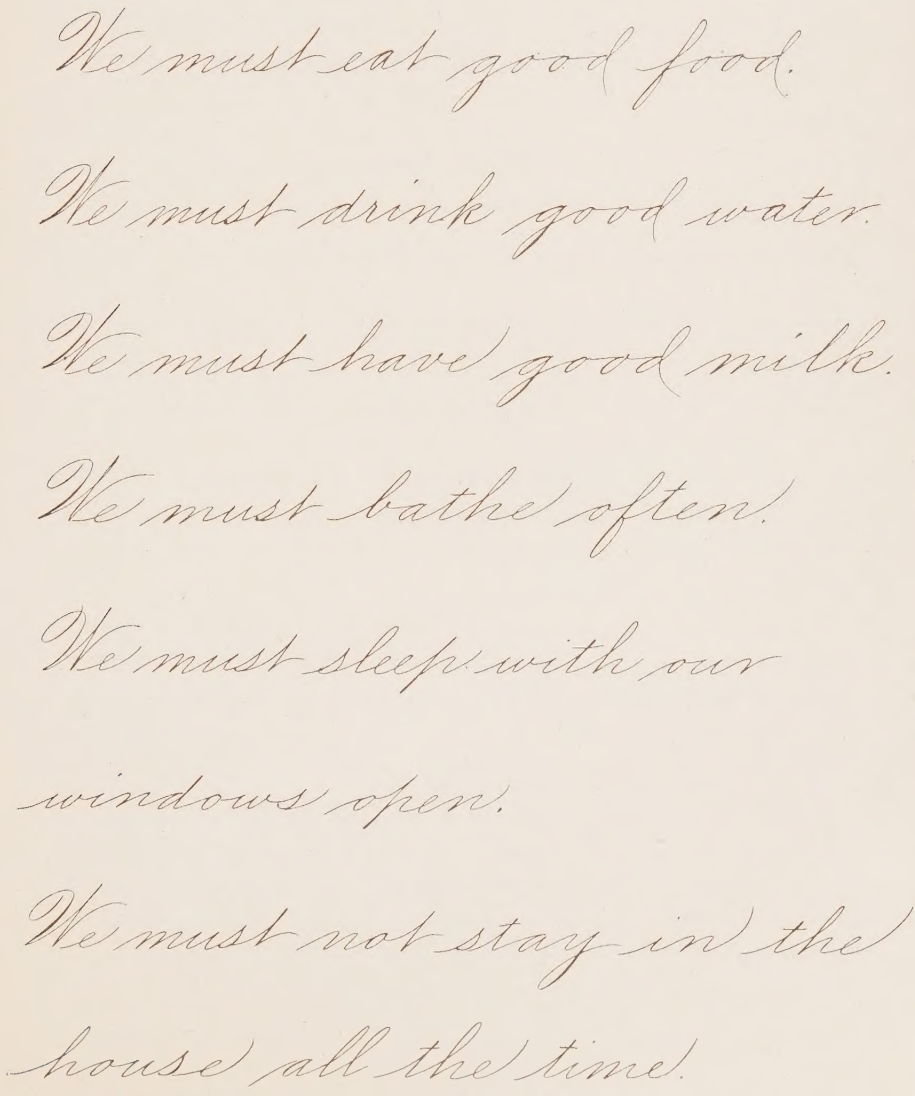
dangerous.

A clean house is a good

doctor.

Fifth Lesson.

We must eat good food.
We must drink good water.
We must have good milk.
We must bathe often.
We must sleep with our windows open.
We must not stay in the house all the time.


We must eat good food.
We must drink good water.
We must have good milk.
We must bathe often.
We must sleep with our
windows open.
We must not stay in the
house all the time.

Sixth Lesson.

First Pupil—I write a letter. I put it in an envelope. I write the address. I have no stamp. I go to the Post Office. [Goes to "P. O."] I want a stamp for this letter.

Second Pupil—[Looking at letter.] You need a five-cent stamp.

First Pupil—[Hands out money, receives stamp, puts it on letter.] Where do I mail my letter?

Second Pupil—Over there. [Indicates mail slot.]

First Pupil—Thank you. [Mails letter.]

Seventh Lesson.

Visiting the School.

[Establish one pupil as Teacher with dolls to represent children.]

First Pupil—I am going to visit the school. [Crosses to school.]

Second Pupil—Good afternoon. I am very glad to see you. Will you have a seat?

First Pupil—[Seats herself.] Thank you. My son Juan is in your school. Is he a good boy?

Second Pupil—Yes, he is a good boy.

First Pupil—Does he study hard?

Second Pupil—Yes, he studies hard. He is a fine boy. I like to have him in my school.

First Pupil—Thank you very much. My husband is proud of the boy. We hope he will make a fine man.

Second Pupil—I am sure he will.

First Pupil—[Rising.] I will go now. Goodbye.

Second Pupil—I thank you for coming. I am always glad to see the parents of my pupils. Goodbye.

Eighth Lesson.

FIRST PUPIL—I want to work.

SECOND PUPIL—What can you do?

FIRST PUPIL—I can wash and iron.

SECOND PUPIL—What else?

FIRST PUPIL—I can wash windows and clean house.

SECOND PUPIL—Can you cook?

FIRST PUPIL—I can do plain cooking.

SECOND PUPIL—What wages do you want?

FIRST PUPIL—Two dollars a day.

SECOND PUPIL—What by the month?

FIRST PUPIL—Twenty-five dollars.

SECOND PUPIL—What by the hour?

FIRST PUPIL—Twenty-five cents.

SECOND PUPIL—Will you come to my house Monday to wash?

FIRST PUPIL—Gladly.

SECOND PUPIL—I shall expect you. Goodbye.

Ninth Lesson.

Tea table attractively spread—actual refreshment.

FIRST PUPIL—I am expecting company to tea. The tea is in the teapot. The cake is on the plate. Here comes my friend. Good afternoon.

SECOND PUPIL—Good afternoon.

FIRST PUPIL—I am glad to see you.

SECOND PUPIL—Thank you. [She removes hat, which hostess puts away.]

FIRST PUPIL—Sit down and we will have our tea. [Pours tea.] Do you take cream and sugar or lemon?

SECOND PUPIL—I take sugar but no cream.

FIRST PUPIL—Will you have cake?

SECOND PUPIL—Thank you. [Takes cake. Hostess serves herself. They take their cake and tea to a little distance and two other pupils use the tea table in similar manner.]

Tenth Lesson.

Words and music of "America."

Supplementary.

Other songs, such as "Home, Sweet Home."

Games.

For instance, arrange as for spelling match, only instead each contestant must name an English word. Later, sentences may be required.